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ABSTRACT

In 1990, the National Policy Board for Educational Administration identified 21 Performance Domains that define the basis for exemplary principal performance. Chapter 1 of this book challenges the principal to consider the 21 Domains in terms of the entire leadership performance of the school. Chapter 2 considers the unique role of the 21 Domains in the standards-based movement that has begun to reshape not only school administration, but also the entire educational enterprise. Chapter 3 is a reminder that the career of the principal may be a long one, requiring special attention at every stage. Chapter 4 speaks to the way in which the principal can move his or her school toward becoming a true learning organization--one in which the interpersonal behavior of everyone in the school is driven by learning norms. The final chapter asks the question "The principalship: for what purpose?" It is not enough to be an effective leader. The principal must move his or her school toward becoming a learning organization that is based upon democratic principles and that guarantees success for all students. The book concludes with a strong statement of belief and moral declaration that every school can and should be a place where all children learn. (Contains 94 references.) (RT)

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